

Affirm Refine Aspire

HOLY SPIRIT CATHOLIC SCHOOLS LEARNING SERVICES

February 2020

Collaboration is Key!

Teachers in Holy Spirit have many opportunities to collaborate with one another in many different ways throughout the 2019-2020 school year. We have already participated in two District-wide collaboration days, with one more to come on March 9th, as well, all teachers have the opportunity to [apply for release time](#) to further their collaborative work.

Why is teacher collaboration so important? According to many researchers, including John Hattie (2017, *visiblelearningplus.org*), it is well-documented that 'Collective Teacher Efficacy', that is, the collective belief of teachers in their ability to positively affect student learning and development, has the single greatest impact on student achievement. That means that when you participate in meaningful collaboration with your peers, you are fostering confidence that the work you do is having a meaningful impact on the students you teach.

According to the work of Jenni Donohoo (2017), fostering collective efficacy to realize increased student achievement involves:

- Creating opportunities for meaningful collaboration
- Empowering teachers
- Establishing goals and high expectations
- Helping educators interpret results and provide feedback

On page 40 of Donohoo's book, 'Collective Efficacy: How Educators' Beliefs Impact Student Learning', she lists some questions for consideration around collaboration:

- How often do the teams come together? Are there opportunities to increase collaboration time?
- Do teams fall into the trap of group think?
- Where is the team along the continuum of effective collaboration?
 - Storytelling & scanning for ideas?
 - Aid & assistance?
 - Sharing?
 - Collaborative work?
- Where is the team in being ready to move forward toward collaborative work? What supports might be provided or available?
- Is the group's work reflecting collective responsibility, collective action, interdependence and group problem solving?

Where are you in your collaboration journey? Have you taken full advantage of the collaborative

opportunities provided to you so far this year? What are your plans to collaborate with others on March 9th and through the Open Collaboration release time?

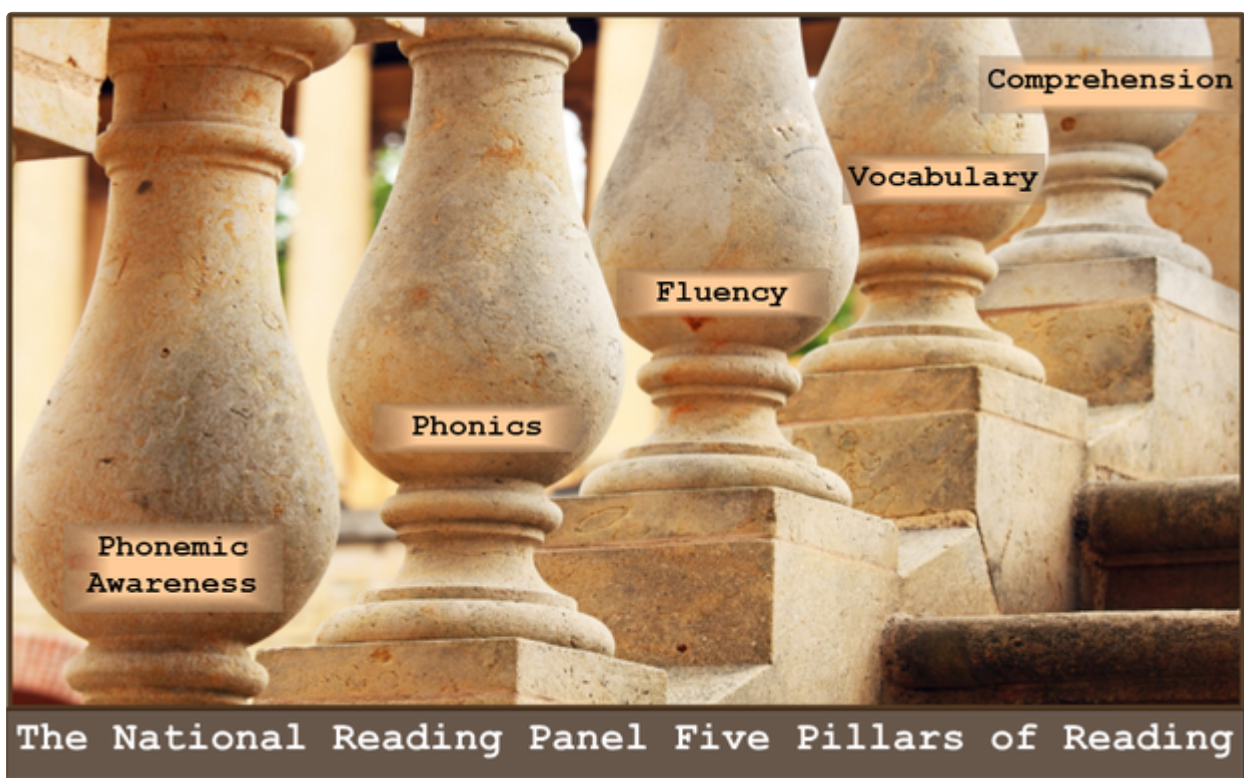
Sources:

-Hattie, J. (2018). *Visible Learning: Hattie Ranking: 252 Influences And Effect Sizes Related To Student Achievement*. <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>. Retrieved January 20, 2020.

-Donohoo, J. (2017). *Collective efficacy: How educators' beliefs impact student learning*. Thousand Oaks, CA: Corwin.

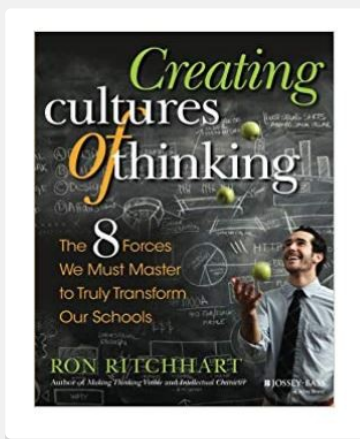
Carmen Larsen, Director of Learning

ps: be sure to click on this digital newsletter, (arrows , buttons & links), to reveal more information!



LITERACY HIGHLIGHT

Click the button above for an explanation of the five pillars of reading instruction



Top Book Pick!

Creating Cultures of Thinking / The 8 Forces We Must Master to Truly Transform Our Schools by Ron Ritchhart.

The Cultures of Thinking Project is a global initiative under the direction of Dr. Ron Ritchhart, a Principal Investigator and Senior Research Associate at Project Zero, Harvard Graduate School of Education. Since 2000, the Cultures of Thinking Project has worked with hundreds of public, independent, and international schools across North America, Australia, and Europe to help transform schools and classrooms into places where thinking is valued, visible and actively promoted as part of the regular day-to-day experience of all group members.

Although Ritchhart's book focuses on changing a culture - which we all know takes a lot of time to happen - his book is filled with practical, hands-on approaches to small, incremental shifts that can have a huge impact on



Bits & Bytes...

[Five Tips for Google Classroom](#) by Alice Keeler

Consider Interactive

[Bellwork](#) with [Google Slides](#)!

Rather than just project your "Bellringer" activities on the SmartBoard, use Google Slides to share them with your students. You can include photo's, videos, links and more to make these everyday activities more interactive. ([For Do's & Don'ts](#)). You can even post a [QR Code](#) that links to your presentation and students can go back to previous days activities for review.

Source: *mhall/Smore Hive*.

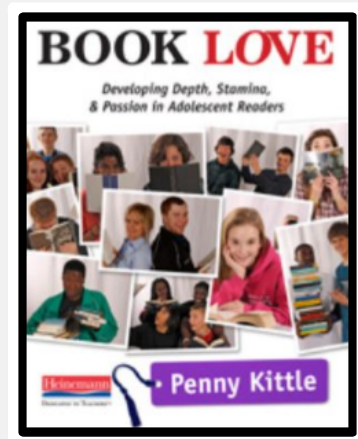
Google Forms Can Grade

4U! Click [here](#) to find out how! (***you won't need to use Flubaroo or a Spreadsheet!*).

Get organized with [Google](#)

[Keep](#)! Create & Manage Lists! The app will even **transcribe text from a picture!!!**

Check out the [Self-paced tutorial](#) on the **Read & Write for Chrome Toolbar**.



Book Love

Book Love: Developing Depth, Stamina and Passion in Adolescent Readers, by Penny Kittle

Penny discusses how to support independent reading through time, choice, response, vision, expectations, challenge and modeling. "I believe each of my students must craft an individual reading life of challenge, whim, curiosity, and hunger, and I've discovered that it is not too late in high school to lead a non-reader to reading. It's never too late." -Penny Kittle

Register [here](#) to see Penny Kittle in Lethbridge on June 4, 2020. You can also visit her [website](#) or [youtube channel](#).

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**Check out the [Google Teacher Tribe Podcast](#)** for creative, easy to use ideas for technology integration to enhance student learning.

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building a culture of thinking within your classroom and your school. In his book, Ritchhart examines, in detail, the 8 forces that influence a culture of thinking. Ritchhart is a strong advocate for building students into thinkers that can go on to solve complex problems - not just pushing students through a system where memorization of facts and procedures is valued and rewarded. Ritchhart recognizes that "...we must strive to constantly make thinking valued, visible, and actively promoted in all our interactions with learners; as part of the lessons we design, central in the assessment process, and part and parcel of our instruction; and in ways that are generally integrated in all we do." (pg. 31, Creating Cultures of Thinking).

This book is available to borrow through the [SBCEC Lending Library](#).

[YouTube in the Classroom](#) - 21st Century Learning

YouTube Settings Teachers and Students [Need to Know](#) About, by Kyle Pace

[Digital Resources](#): SAPDC - STEAM Training for Educators -April 2 (Gr. 2-9 teachers)

"This workshop will also incorporate hands on learning by introducing teachers to Micro:bits, and how they may be used in the classroom. Each attendee of the workshop will receive a 10 micro bit package with accessories. Teachers should be able to return to their classrooms and put the concepts they learned into practice the very next day. To learn more about Micro:bits please visit: <https://microbit.org/>

About [Skype](#) in the Classroom and Authors who Skype

Check out these **Podcasts for Professional Learning:** [The ERLC Show](#)

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### **AAC Talking Points:** **Does Test Prep Have to Look Like Test Prep?**

Read about how to help students do their best on standardized assessments without overdoing multiple choice practice [here](#).

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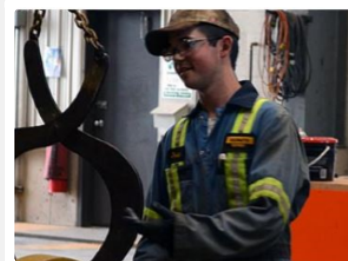
*In regard to any these topics in our newsletters or teaching in the classroom **what would you like to know more about?***

Ask Us!

Email [Learning Services](#). We will try to provide you with information or connect you to helpful resources and/or mentors.

Bonjour! Travel & improve your French this Summer!

Alberta Education has a NEW strategy for French Language Teachers: ~ Growing skills in speaking & writing in French ~ Growing skills to enable their students to increase their skills. Click above for travel opportunities & bursary information.



Resources:

Thinking routines can support students' thinking and learning across age groups, subject areas, topics, competencies, and student populations. Incorporating a thinking routine for students to experience in a variety of contexts can deepen understanding and make student thinking visible. Many routines can be found [here](#).

- *Core Thinking Routines*
- *Possibilities & Analogies*
- *Perspectives, Controversies & Dilemmas*
- *Objects & Systems*
- *Perspective Taking*
- *With Art or Objects*
- *Digging Deeper into Ideas*
- *Synthesizing & Exploring Ideas*
- *Introducing & Exploring Ideas*

A Word from Off Campus

There is a current and controversial buzzword we are hearing from our government -- **performance based education**. Although it lacks any pedagogical credibility, I will indulge interested readers with quantitative evidence of the success of the Off Campus Program in Holy Spirit Schools. In semester one, Off Campus has awarded students with over 650 credits, 552 in Work Experience, 70 in RAP, and 28 in Green Certificate (not accounted for are the many required safety course credits). However, and more importantly than these numbers, is the outstanding reputation conveyed to me from the work world about Holy Spirit students. We hear nothing but positive feedback.

We have many students exceeding the expectations of their employers. To me this speaks volumes about the quality of students in Holy Spirit and those who are placed through Off Campus (pat on the back). Although not measured in numbers, its credibility is much more important than any statistic. This is not just my opinion, it is also the opinion of the members of a newly formed committee designed to place employer ready students into the workforce (of which we are part).

So, the Off Campus crew are taking that advice to enhance our current processes in an attempt to create a program that will give students the extras needed to have a rewarding off campus experience.

BUILDING THINKING CLASSROOMS

RESEARCH: @pgliljedahl
SKETCHNOTE: @wheeler_laura

① Begin w/ a Problem

Give a problem-solving task

To start:

- Problems should be
 - engaging
 - not-curricular
 - collaborative
- promote talking

Later:

- Problems can be curricular
 - eg textbook problems

② Visibly Random Groups

- Randomly assigned
 - eg playing cards
- Daily & in front of students
- 2 or 3 students / group
- Sit & stand together

③ Vertical NonPermanent Surfaces

- Vertical
- Erasable

WHITEBOARD CHALKBOARD WINDOW

- 1 marker or chalk per group
 - promotes discussion

④ Oral Instructions

give instructions orally

data long expressions diagrams

groups will discuss (instead of decoding text)

⑤ Defront the room

Desks

- orient in various directions
- pull away from wall (room to stand @VNPS)

Teacher addresses the class from a variety of locations.

⑥ Answering Questions

Acknowledge, but don't answer:

- Proximity questions (b/c teacher is close by)
- Stop thinking questions

Answer:

- Keep thinking questions
- give HINTS not answers

⑦ Build Autonomy

- Model how groups can visit other groups when they are stuck or done.
- Hints & extensions come from peers (not just the teacher).
- Helps manage flow

⑧ Hints & Extensions

Manage Flow

Challenge

Frustration

Persistence

Flow

Tolerance

Boredom

Ability

⑨ Level to the Bottom

- debrief class discussion
- direct teaching the "lesson"

Once all groups pass minimum threshold.

Debrief 1 or more groups' solutions

Work through a new problem w/ whole group

⑩ Student Notes

Student created:

- select
- synthesize
- reorganize

ideas

Provide time for this after levelling.

⑪ Assessment

Process > Product

Group work + Individual work

Student learning

- Where are they?
- Where are they going?

Building Thinking Classrooms Peter Liljedahl Podcast

You'll learn: elements of a thinking classroom ~ building a problem-solving culture ~ about our learning environments & lessons ~ how to change students' engagement in math class ~ how to make effective groups in math class.

PZ Thinking Routines



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